

CAMPING



NOVEMBER 1928

G. McCANNE

CAMPING

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The Official Journal of the Camp Directors Association

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November 1928

CORRELATION BETWEEN SUMMER CAMPS AND PUBLIC SCHOOLS

By S. A. GRAVES

Highland Park (Michigan) High School

This talk generally divided on these two topics:

What has been done actually?

What could be done ideally?

(a) What has been done actually

1. Tutoring: Many camps tutor students who return to their respective schools in the fall and take examinations in school for credit in the subject tutored. Many camps tutor just to help students over difficult parts of a subject — the student not expecting to get credit but simply to become strengthened in the subject.

2. Special credit: Some camps connected with an institution like the Y. M. C. A., if the Y runs a school in the city, can give their students actual credit in their winter school.

3. The Highland Park plan:

The city of Highland Park owns a municipal camp (Camp Wallace for boys, Camp Wasquam for girls, Platte Lake, Honor, Michigan). The financial budget for these camps is made up 50% by the Recreation Commission of the city and 50% by the Board of Education. Schools therefore have a direct and vital interest in the camps. What we are doing is to take certain courses right out of our summer school — teacher and all — and transplant them to the camp. This can be done ideally here because the city owns the camps. We take the actual teacher who would teach the subject in summer school and send him to camp instead. He puts on the same course as he would at school so far as practicable and the student upon return in the fall gets full credit for work done.

Work given so far: art, manual training, nature study, elementary French, elementary Spanish, history (United States, Michigan). Students given actual credit in high school upon return.

(b) Suggestions as to how private camp

WHAT IS THE CAMP DIRECTORS ASSOCIATION

1. It has established recognized standards for organized camping.
2. It is the international organization of men and women whose profession is the directing of camps for boys and girls.
3. It coöperates with national organizations interested in the educational program of youth.
4. It inaugurates educational publicity through magazine articles, radio talks, and printed matter, emphasizing "Better citizenship through better camping."
5. It encourages research and experimental work in organized camping.
6. It inspires and develops training conferences for counselors and directors.
7. It maintains a Counselors Placement Bureau.
8. It publishes a monthly paper — *Camping* — which is sent free to all members and coöperates in producing a yearly publication — *Camps and Camping*.
9. It has a Code of Ethics calculated to prevent misunderstanding and unwise competition.
10. It counsels in matters of a legal nature.
11. It serves as an arbitrator in complex situations.
12. It counsels in the enactment of state laws affecting organized camping and has saved the movement from unfair legislation.
13. It safeguards the movement from commercialization.
14. It endeavors to promote fellowship, inspiration, education and coöperation through the national and sectional meetings and programs.
15. It functions territorially through the organization of sections and affiliated groups.

could get o.k. from schools to do this work

1. Hire high school teachers to present the work.
2. Convince school authorities that you have the equipment and time allowance in schedule of activities.
3. Submit your course to head of department in a given high school.
4. Get standard examinations from high schools in these subjects and build your course to meet them.
5. Arrange with school authorities to have your students examined in the fall.

Note: Most work is standardized in all good city high schools. Work done which meets requirements of any good high school would quite probably be credited by other schools.

(c) What could be done ideally (and now we enter the land of dreams)

I vision the day when school authorities will be sold on the idea that camps are but a continuation of school, when the program will simply break off at school in June and continue in camp in July. Camps will be summer schools with at least a full half day put into real work — a half day

in recreation. School authorities will be camp authorities and will plan all the year to correlate the two. Faculties will be transported to the camp sites, bag and baggage; books will be furnished at the camps free; real recitation rooms will be provided; students will be restricted to two subjects a summer; and then instead of finding our students either staying in the city summer school and returning to school in the fall with no pep — they will be built up in health and strength and get their work besides. And then the camper who wastes half a day usually anyway, will improve the shining hours and still have all of the great out-of-doors for his own.

Editor's note: Mr. Graves' talk, given in the meeting of the Mid-West Section, held at Camp Ohiesya of the Detroit Y. M. C. A., October 20, sounded a note which camp directors should give ear to.

One of the reports to be given and discussed at the Atlantic City meeting, on March 8, 9, 10, is that of "The Place of Organized Camping in the Field of Education," a study now being made by a committee appointed by the New York Section.

OUR MEMBERS IN PRINT

In the magazine *Independent Education* for October, 1928 is an excellent article by Mr. Frank S. Hackett of Camp Riverdale.

He writes on "Headmasters and Prohibition."

Science and Invention (School Service Bulletin of the Cleveland School of Education) for July, 1928 has just been received. Dr. W. G. Vinal (Capt. Bill), one time the president of the Association, writing under the title "Camping" gives the reason why so often the nature lore or nature study in a camp is a flat failure. How to develop in the campers a lasting interest and enjoyment in the life of "God's Great Open" is the Waterloo for the majority of directors. All camps are not fortunate in having a "Capt. Bill" for a nature guide.

CAMPING

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EDITORIALS

GROWTH IN MEMBERSHIP

For several issues we have been stressing the necessity of a larger membership in order that the Association may be able to serve the maximum of directors and enlarge the scope and influence of the Association. The national secretary, Miss Laura I. Mattoon, informs us that since September 1, over one hundred new memberships have been received and every mail brings in many inquiries from men and women who are directing camps.

The influence of the Camp Directors Association is rapidly becoming international in character for we have received the application of Donald R. MacJannet of St. Cloud, France, who conducts the MacJannet schools and camps for young Americans — Camp Aiglon, Camp Alouette — on Lake Annecy, in the French Alps.

It may be that Walter H. Bentley, the national chairman of the Membership Committee, who wrote such an inspiring letter on membership in the October number of *Camping*, will have the delightful experience of affixing his signature to several hundred additional applications before the annual meeting, March 8, 9, 10, at the Ambassador, Atlantic City, N. J.

There is an encouraging quotation from the letter of one of the Association members, accompanying a check for dues. "Membership in the Association, to my mind, is invaluable to any person in the camping field, and I know that it has proven to be of educational as well as inspirational benefit to me."

Every member get a member is the slogan.

EDITORIAL COMMENT

This number of *Camping* contains several articles deserving of more than casual reading. The article on "Correlation Between Summer Camps and Public Schools" by S. A. Graves is a description of an experiment now in process in the schools of Highland Park, Michigan. "Vocational Guidance as an Element in a Camp Program," by A. C. Crockett, Director of Vocational Education for the Detroit Board of Education, contains an idea that is comparatively new with camp directors.

The meetings of the sections give evidence of new life and enthusiasm. The programs are well balanced and the study of special problems of camp management, now being carried on by the sections preparatory to the annual meeting in Atlantic City in March, indicate a genuine desire to cooperate in discovering best ways and methods of camp procedure that will be of great value to the entire movement.

It is proposed to include in the December number of *Camping* a résumé of what is being done by the sections, together with some practical suggestions for camp reunion programs. It will also contain two articles by well-known leaders in the camping world. "Group Creative Work," as described by Frank E. Poland, is an excellent example of how to stimulate the creative imagination of campers. "The Chapel at O-at-ka" presents a phase of religious appeal to adolescent boyhood through the use of a worshipful setting and a daily five-minute service, which is most commendable.

OUR ADVERTISERS

A very important element in the growth and prosperity of *Camping* is the support of advertisers. Our advertisers are loyally supporting the magazine, and they deserve the cooperation of the members.

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NEW YORK

Established 1912

VOCATIONAL GUIDANCE AS AN ELEMENT IN A CAMP PROGRAM

By A. C. CROCKETT

Director of Vocational Education for Detroit Board of Education

The subject of vocational guidance is understood to be only *one* element in a camp program. Accordingly, I will attempt to focus the lens and adjust the lighting so that my picture will bring vocational guidance activity into clear relief and we will understand that there is a symphony of other activities such as administration, athletics, nature study, first aid, handcraft, etc., in the background.

A second qualification to my remarks will be that a vocational guidance program in its entirety involves much more than any camp director would be able, or would desire, to attempt to do.

With these two qualifications limiting the field of discussion, let us first ask the status of scientific vocational guidance as it is today, and then as we complete the picture, let us emphasize those aspects which may well be considered by the camp director in his efforts to build a comprehensive camp program.

In the past, vocational guidance activities have been largely matters of propaganda, and necessarily superficial. The leaders were content to adopt an encyclopedic scheme of bringing together volumes of vocational information and spreading the gospel of vocational guidance. Here and there school classes in English became "vocational-guidance-conscious," as it were, and some very good work was done.

However, the scientific side was neglected because the scientists were not yet able to present data about which they agreed. Psychology hardly dared to call itself a science, as yet. In 1913 Münsterberg wrote the following view, which is perhaps typical of that time. "The real psychological analysis with which the movement (vocational guidance) began has been somewhat pushed aside for a while, and the officers of those institutes declare frankly that they want to return to the mental problem only after professional psychologists have sufficiently worked out the specific methods for its mastery. Most counselors seem to feel instinctively that the core of the whole matter lies in the psychological examination, but they all agree that for this they must wait until the psychological laboratories can furnish them with really reliable means and schemes."

The interest stirred up by the general movement directed attention to the problem and gradually more and more workers are specializing, and the results are making their way into the applied field.

Developments in guidance since 1917 gained impetus as the testing of the intelligence of men in the army was put on a "practical" basis. Thousands of men were tested. These intelligence tests were a useful sieve for sorting out various extremes of brightness, or mental alertness, as some choose to call it. Probably it was the most accurate classification of the general mental ability of a large mass of people ever made.

Intelligence testing spread through our schools like wildfire, so that now few schools that consider themselves up to date do not administer intelligence tests of some type or other.

In the psychological laboratories of our colleges much data has been gathered on the nature and extent of individual differences, animals having been used as well as humans, frequently. This data occasionally creeps out into a scientific journal but there has been little opportunity to apply it in life situations.

Among the industries and business houses of the country the most progressive concerns have made a very small beginning in the application of a knowledge of individual differences. But taking the field as a whole, we are still in the prehistoric stage of development.

From Germany we can learn much because of the emphasis placed by German psychologists upon painstaking, exhaustive methods of exploiting the individual personality. To be sure, they are inclined to dissect perhaps to the detriment of the personality as a whole, but we can afford to heed their methods.

In England we see emphasis placed upon vocational selection, that is, the study of a process and the selection of an individual to fit that process.

In our own country the weakness has been the overdoing of group intelligence testing to the exclusion of other important factors. I do not mean that intelligence testing does not have its place in the picture.

What, then, is the situation today? The forces of research are gradually closing in about the *individual*, as their studies progress. They are investigating such things as acuity of vision, hearing, touch, muscle sense, manual ability, interests, personal history (including economic, social and biological), "drives," social milieu, the higher intellectual qualities as imagination and temperament, *all from the point of view of fitness for a given occupation*. Such investigations are progressing at the expense of time and money. For the law of relativity throws despair into the soul of the administrator when he has been used to tested thousands, and is asked to console himself with tested hundreds. Although the two points of view are far apart a compromise will be reached. For progress can become real only through a knowledge of the individual as self, and also the individual as a member of the social group.

May I quote from one of the most recent articles on guidance what seems to me to be a rather good picture of adequate guidance today. It is a comparison between the delineation of a personality and the characteristics of the well-painted portrait. "Such a picture has seldom if ever been painted by an amateur. Specialized

training and years of practice superimposed upon native aptitude represent the necessary preliminaries to the production of even possibly fair portraits of this kind. This is probably even more true when the creator is working with the intangible media of human reactions, than when he uses the more readily handled paints or copper or marble of the artist. In vocational guidance we are turning over to amateurs in human portraiture — and amateurs they are in this field as skilled as they may be in others — the task of preparing these careful character sketches, of balancing feature against feature, so essential for adequate vocational guidance."

Having provided a background of information we can now consider the factors in vocational guidance which may be uncovered in a camping situation, and which may make a real contribution to the cause of guidance as well as camping.

Camping programs as a rule are shaped to build health, to amuse, to educate, and to train. Frequently the spiritual element is an important part. But generally speaking, a camp has not been used to develop habits, adjust attitudes, and explore latent tendencies for the purpose of advising with child and parent in regard to future life work and life problems.

There are good reasons why. Firstly, the camp director has an administrative burden to shoulder. Secondly, he is not trained in psychological observation. Thirdly, he is more concerned with getting the boy or girl to do things than he is with observing him do things. It takes executive ability plus, to get the boy or girl to do things. It takes an entirely different sort of ability to observe, to learn, and to try to understand. Frequently our best executives are the most stupid in the matter of the appreciation of those underlying currents of strain and stress that surge within the child's personality. Thus it is that the camp director who is to attempt vocational guidance must possess a unique combination of traits. I believe it is to be preferred in most cases to have guidance work entirely separated from administrative functions. I believe it would be a mistake to have guidance work under the direction of anyone who does not possess intuitive understanding to a marked degree, as well as some years of psychological training. You see I am giving you something to work toward, rather than to attain.

Brief mention may be made of a specific guidance program that has been in practice for the last seven years. If we are given sixty to seventy boys, half a dozen leaders, and ten days' time, what can be done? I will outline certain suggestions and then promptly close.

1. A vocational history record.
2. An experience record.
3. An interest analysis record.

(Continued on page 8)

CAMPING'S RECOMMENDED DEALERS

A Classified Directory of Advertisers of Interest to the Organized Summer Camp. Camp Directors are urged to write these dealers for catalogs and prices when buying supplies

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CHARLES F. RITTENHOUSE AND COMPANY
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HOOKED RUG NEEDLES

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Headquarters for camp uniforms and outfits. Large stocks of standard supplies on hand. Particularly equipped for work on special garments and materials. Everything that the boy or girl will need at camp.

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Camp equipment that has been used successfully by Girl Scout Campers available for everyone. Special terms to Camp Directors. Camp and School uniforms, hiking equipment, tents and cots. Send for catalog.

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SUNBEAM BRAND PURE FOOD PRODUCTS

Fruits and Vegetables in number ten tins. Manufacturers and Importers. Complete assortment of Grocery Supplies for Summer Camps.

BATCHELDER & SNYDER COMPANY

BLACKSTONE, NORTH AND N. CENTRE STREETS
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HIS BREAD CAME BACK BUTTERED

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(Name on request)

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Prize trophies, medals, cups, shields, badges and felt goods. Send for catalogue "C."

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Publications

BOSTON EVENING TRANSCRIPT

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THE NEW YORK SECTION

The first meeting of the New York Section held at the Men's Faculty Club, Columbia University, October 26, was preceded by a dinner attended by about forty members. After dinner, the attendance was increased to eighty.

President Guggenheimer presided and outlined the policy for the winter. Sixteen new membership applications were received. A budget of \$875 was approved.

The topic suggested by the National Executive Committee for special study by the section was accepted, and a committee of five was appointed. The topic is "The Place of the Organized Camp in the Field of Education." This committee will present its findings at the annual national meeting of the Camp Directors Association in March at Atlantic City, N. J.

"What You Expect of the C. D. A. and What It Should Expect of Us," was the first topic of the evening. The participants were President Guggenheimer, Dr. Fretwell, Mr. Mandelstam, Miss Hamburger, Mr. Fay Welch, Mr. Lieberman, Miss Emily Welch, Mrs. Carstens, Miss Dorothy Nye, Miss Mary Turk, Mr. Frank Hackett, Mr. Gucher, Mr. Healy, Mr. Rothenberg, Mrs. Sectorsky.

So much interest was evidenced that a continuation of the discussion will be had at the next meeting of the section.

Some of the ideas advanced were:

"We must know what to expect of camps in order to know what to expect of the C. D. A. The attitude of the public has been: (1) a high class boarding house, (2) a good vacation. What we must make them see is that camps are an educational institution—not a business—not a duplication of school work but a supplement of it. Modern education has a void in the education of urban children. We must present ourselves to the public as such. There is no better way to present the cause of camps to the public than to come together to talk matters over and understand ourselves. We need the association of other directors. School masters have such an organization. Our present membership is about one fifth of the number of camp directors actively engaged in camping. The National Educational Association has almost 100% membership. We must have a larger membership."

"What should we expect of the C. D. A.? Certain definite things! A stand for educational ideals, to be representative of all phases of camping—private and organization camps; to analyze and simplify problems of camping. That we should have a section office with an executive secretary to work out problems of counselors, purchasings, etc. is granted, but under present circumstances the educational side is more vital." *Mr. Guggenheimer*

Miss Emily Welch told of her own plans for this past summer, of not getting a group of college girls between twenty and twenty-five years old, but rather the

(Continued on page 6)

THE ATLANTIC CITY MEETING

All roads will lead to Atlantic City on March 8, when the annual meeting of the Camp Directors Association will open its sessions at the beautiful and commodious Hotel Ambassador. The success of the 1928 meeting at this famous seaside resort caused the members to vote unanimously to return in 1929.

The program and exhibit is in process and when the details are announced, members will feel the urge to attend. This is the one occasion during the year when the membership gets together for fellowship and inspiration. It is the time when the "good of the order" is discussed and plans outlined for the future. It is the introduction time for many new members, when pioneers meet those just launching out in the ocean of better camping.

No camp director who is desirous of keeping abreast of the movement can afford to miss attendance at these annual meetings. Remember the date—March 8, 9, 10, 1929.

MEETING OF MID-ATLANTIC SECTION NOW FORMING

The first meeting of this new section will be held December 8 at the Lee House Hotel, Washington, D. C.

Luncheon will be served at one o'clock. Business meeting for election of officers will follow, after which round table discussion of problems of the past summer will be led by Mr. Edward N. Smith, Director of Camp Shawanogi, Covington, Va.

The members of this section will include a number of directors residing in Baltimore, Washington and Richmond, who find it difficult to reach the meetings of the Southern Appalachian or Pennsylvania sections, and yet feel the need of more frequent conferences than the annual one of the national organization. A cordial invitation is extended to members of other sections to attend the meeting.

THE ATLANTIC CITY EXHIBIT

One of the interesting features of the national meetings is the exhibit of firms who deal in equipment, food, etc., used in camps. Such an exhibit brings to the attention of camp directors many lines of goods that are of real value in the management of camp.

At the annual meeting in Atlantic City, N. J., March 8, 9, 10, 1929, the large ball room of the Ambassador, where the meetings will be held, will be used for the exhibit. With this increased space the exhibitors will have greater opportunity for display and the members will have more time between programs for consultation with those in charge of the exhibit.

The exhibits make possible a better program as the income helps to pay the expense of the annual meeting. Let us keep this in mind when attending the meeting.

Firms who desire space should write to the national secretary, Miss Laura I. Mattoon, Wolfeboro, N. H., or Dick Victor, chairman of the Exhibit Committee, 2521 Oliver Building, Pittsburgh, Pa.

THE COSMOS PRESS

INCORPORATED

CAMBRIDGE, MASS.

Send catalog for estimate and suggestions

The next meeting of the Pacific Section will be held February 21-24 inclusive, at Mills College, Calif.

SECRETARIES OF SECTIONS

New England Section

Mrs. C. A. Roys

10 Bowdoin St., Cambridge, Mass.

New York Section

Miss Dorothy G. Baldwin

25 Prospect Place, New York, N. Y.

Pennsylvania Section

Mrs. O. H. Paxon

6327 Lancaster Ave., Philadelphia, Pa.

Southern Appalachian Section

Mrs. Harvey L. Parry

1076 Hudson Drive, Atlanta, Ga.

Mid-West Section

Mrs. L. A. Bishop

Three Lakes, Wis.

Pacific Section

Mrs. Stella S. Swenson

1140 W. Acacia St., Stockton, Calif.

Sections now forming, Rocky Mountain, acting secretary

Mr. Frank H. Cheley

601 Stelle St., Denver, Colo.

Mid-Atlantic Section

Mrs. S. S. Alburtis

29 West Irving St., Chevy Chase, Md.

NEW MEMBERS OF THE ASSOCIATION

Miss Gene Wilfred

Camp Wasibo, Zayante, Calif.

727 3d Ave., San Francisco, Calif.

Charles F. Goodwin

Yosemite Boys' Camp, Yosemite Valley

715 40th Ave., San Francisco, Calif.

Miss Anna M. East

Santa Barbara Girls' Camp, Santa Barbara, Calif.

225 San Vicente Blvd., Santa Monica, Calif.

John A. Cranston

Y. M. C. A., Providence, R. I.

22 Williams Ave., Edgewood, R. I.

Mrs. George M. Swift

Camp Dellwood, Waynesville, N. C.

1518 N. Robinson, Oklahoma City, Okla.

Mrs. Clinton DeBellevue

Camp Wabun Annuung, Kerrville, Texas

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Camp Ten-Rab, Adirondacks, Cedar Island, Old

Forge, N. Y.

46 W. 83d St., New York, N. Y.

A. Cooper Ballentine

Camp Kehonka, Wolfeboro, N. H.

Wolfeboro, N. H.

Lorin E. Ball

Camp Enajerog, Wilmington, Vt.

3 Allen St., Amherst, Mass.

Carl N. Holmes

Great East Lodge, Sanbornville, N. H.

Fessenden School, West Newton, Mass.

BOOK REVIEWS

Count Billy. By GEVILLE MACDONALD. E. P. Dutton & Co. \$2.50.

Count Billy. That lad may stand for any brave, clean-hearted boy who loves romantic deeds, and is so bitterly sorry when he has been mean that he must be doing something heroic to make amends and the world lovely again. And Santissy, well, she is just any womanly child with a brave and loving heart, always seeking happiness for littler ones, even when they have barely enough to eat. In the story they both grow from childhood into youth. Billy learns that his dollars can't pay the fare to Fairyland, and Santissy is so sweet that she gives from her heart the magic that satisfies hunger when bread and butter can do but little. It is a story full of adventure and brave doings, some in Billy's great Spanish castle, some equally grand and more lovely in the fisherman's cottage on the stormy coast of Cornwall. Though its background is the Peninsular war against Napoleon, it is still just a fairy story full of exciting realities, and indeed truer than many written by far cleverer people whose eyes, all the same, are not believing enough to see into the wonderful Beyond.

Plays for People and Puppets. By CATHERINE REIGHARD. E. P. Dutton & Co. \$2.50.

It was not much more than ten years ago that the general reading public first became interested in plays to read. The interest in plays for children to read is just beginning to grow and *Plays for People and Puppets* is especially planned to interest and amuse children who like to read to themselves.

At the same time, these plays are well adapted for production and have been tried out many times.

As the title suggests, the plays are suitable for real actors as well as for marionettes. It would be most interesting to see one of them presented first by actors and then by puppets. The result would be a surprise to those who think that puppets are just imitations of people.

Two of the plays are what might be called "classics," Ruskin's "King of the Golden River" and "Pierre Patelin." The others are well-known fairy tales. The group makes a book that will appeal to children from nine to nineteen at least.

A Wonderful Adventure. By HAROLD DEARDEN. Cosmopolitan Book Corporation. \$1.25.

This book is a simple and clear answer, that any child can understand, to the questions every child asks about the workings of the body and mind. How instincts work; how we learn things; how we are like animals and how we differ from them; what sex signifies; these and scores of other fundamentals that a child must grow up to deal with are honestly and expertly explained. Dr. Dearden is a distinguished London physician as well as author of brilliant books and plays. He recognizes

that human beings live by ideals and ideas as well as by bread and facts. He presents a set of ideals that is a part of his story, not merely superimposed on it; and the fundamental honesty of a child's mind will respond to the rugged directness of his message.

Magic Journeys. By MARY GRAHAM BONNER. Illustrated by LUXOR PRICE. The Macauley Company.

In her former book, *The Magic Map*, the author answered a need of her own childhood — to make geography as fascinating, as delightful and as adventurous as travel and actual exploration. That book led a boy through the wonder of an unusual trip of journeying over the Western Hemisphere, where he met such characters as Latitude and Longitude, the Equator, the river wanderers, the cities, the oceans and the islands.

In this book, Miss Bonner completes her animated geographical work. The boy travels through the marvels of Europe, of Africa, and as well, of the baby continent, Australia. Although he meets some of his old friends of the previous volume, this book is complete in itself. Boys and girls, confronted with the study of geography, will find here the thrill of facts that have become pulsatingly alive. Luxor Price, a genius of map drawing and drollery, has illustrated these books in a remarkable way.

THE RED BOOK PRIZE CONTEST

Editor of *Camping*

During my recent visit with Miss Mattoon, national secretary of the Camp Directors Association, she told me that there were several questions concerning the conditions and the subject matter involved in *The Red Book Magazine's* Camp Literature Prize raised at the New England Section meeting which needed elucidation. Miss Mattoon asked me to send a letter covering these points for the next issue of *Camping*.

The conditions governing the contest were outlined in a brochure sent out last summer and are summarized below. I especially want to call the attention of the camp directors and others interested in competing for this prize to two facts. First, the subject matter is not restricted except that it is preferred that the material be concerned with or of value to camps under private or independent ownership. Second, the winning manuscript will be published in book form in a limited edition and a complimentary copy will be sent to each of the camp directors on our lists and others who request it. The subject of the distribution of the book is thoroughly covered in the brochure. As to the question raised at the New England Section meeting whether the author might afterwards arrange for a more extended distribution through one of the regular publishing houses on a royalty basis, I believe the wide publicity which the prize book would receive would enhance the

book's value to a commercial publisher and we would help, not oppose, such an arrangement. Our aim in giving the prize is to enrich the meager supply of authoritative material on organized camping.

Conditions governing the competition for *The Red Book Magazine's* \$500 prize for a significant contribution to the literature on the organized summer camp:

Personal: The author must furnish biographical facts giving evidence of personal qualifications, education and experience in dealing with the physiological and psychological development of children, either in schools or camps, which enables him or her to write authoritatively on the subject of organized camping.

General treatment: The manuscript for consideration must be factual, founded on experience or research in the field of the organized summer camp for adolescents or preadolescents which is, broadly speaking, educational. It is preferred the work be concerned with camps under private or independent control and direction. The material may have been prepared any time during the past five years but must not have had prior publication. The subject must be presented in a way that will be interesting to those engaged in camp work and also to the wider public now interested in education. It should form a significant contribution to present knowledge of camping, either historical, practical or theoretical, in that it:

Analyzes objectively current practices; or

Presents a constructive policy with concrete illustrations for the camp movement as a whole, or for the development of a particular phase of camping or type of camp; or

Develops a definite theory and its specific practice in evaluation of an experiment in camping which has a general application. The contest will close January 1, 1929.

The publishers of *The Red Book Magazine* would much appreciate your courtesy in bringing these matters to the attention of your readers.

Sincerely yours,

M. MERCER KENDIG
Director, Department of Education

THE NEW YORK SECTION

(Continued from page 5)

teacher group, older and harder to get, but very much worth while. She realized that for this group, working hard for ten months of the year, camp must be a joyful experience. She had a "coördinator" instead of a head counselor and placed much responsibility on each individual counselor, giving her a corresponding freedom for fun and joyousness. Miss Welch said she was trying to build up a more or less permanent group of reliable women who come and go on her staff, coming back, perhaps interspersing their camp summers with a summer of travel, but bringing new growth and ideas to camp.

POSTAL RATES ON CAMP BOOKLETS

At the request of the C. J. Cobb Camps, Roy H. Flynt of Augusta, Maine, made inquiry of the U. S. Post Office Department, regarding the inclosure of application blanks in camp booklets that were mailed to prospective campers. The following reply received by Mr. Flynt should be read very carefully by every camp director, as it describes what inclosures with books are permissible.

There may be inclosed with a printed book or catalogue of 24 pages or more mailed at the rate of 1 cent for each 2 ounces or fraction of 2 ounces —

(a) A reply envelope and a reply post card, provided only such matter appears thereon as obviously relates directly and exclusively to the book or catalogue.

(b) A single order form bearing no extraneous matter but only such matter as clearly pertains to the book or catalogue.

(c) A loose printed circular consisting of a single sheet not larger than approximately the size of a page of the book or catalogue relating exclusively to same and such relation is apparent at a glance. If in the form of a circular letter, it may not be in the nature of a general communication nor contain additional offers or refer to extraneous matters, but must in fact pertain directly and entirely to the book or catalogue.

The inclosure with a book or catalogue of any loose printed matter not conforming to the conditions above mentioned will subject the entire package to postage at the regular third-class rate of 1½ cents for each 2 ounces or fraction of 2 ounces. However, if a circular or other printed matter is securely attached to a book or catalogue by means of *pasting*, stitching, or stapling so that it will form an integral part of the book or catalogue it will not affect the mailability of the latter at the special rate of 1 cent for each 2 ounces. If such attached sheet is larger than the regular pages of the book or catalogue with which it is inserted, the sheet should be *folded* to approximately the same size as the book or catalogue.

Samples of cloth or other merchandise when attached to or inclosed with a book or catalogue weighing 8 ounces or less subject the entire package to postage at the regular third-class rate of 1½ cents for each 2 ounces or fraction thereof.

The above matter is a copy of the printed postal regulations sent us by Mr. R. S. Regar, Third Assistant Postmaster General.

March 28, 1928

NATURE GUIDING AND COUNSELOR TRAINING COURSES

Dr. W. G. Vinal of Cleveland, former president of the Camp Directors Association, has compiled the following list of colleges who conduct counselor training courses in nature guiding and campcraft.

If other colleges are conducting special courses along similar lines, *Camping* would appreciate being informed, so that the list may be kept accurate.

New York University: nature course in summer camp, physical education.

Courses in camp administration: handcraft; boating and canoeing; dramatics.

University of State of New York: credit for courses at Alleghany School of Natural History. Nature study, ecology, birds, etc. (see catalog).

Pennsylvania State: offers special courses in a summer camp.

Teachers College, Columbia: camp leadership course for credit. Includes nature study and pioneering.

Yale: two nature courses in summer 1927 by State Board Education of Connecticut.

State College, Ames, Iowa: summer course for teachers, in nature study.

School of Social Applied Science, Western Reserve University gives credit for work as a camp counselor.

University of Iowa: first June camp conference, June, 1928.

Goucher: Baltimore, Md.: counselor courses; two semesters, twice a week. Credit given in physical education.

University of Chicago: class in counselor training meets four times a week for ten weeks in the quarter.

University of Wisconsin: camp course under Department of Physical Education.

University of Washington: short course given in camp by Physical Education Department.

Mills College, California: courses in camp leadership, horseback riding, swimming, soccer, etc. Academic credit for all courses.

Highland Park High School, Detroit: gives credit for work started in high school and finished in camp.

Detroit Teachers College: Mrs. Ada Wieve received credit for work done during her five years as nature counselor at Camp Inter Lochen.

Bouve School, Boston, Mass.: eight weeks' course in camp where students study campcraft.

Chicago Normal School of Physical Education: six weeks' camp course preparing students for supervision of camp activities.

Northwestern University: will start counselor course in nature study next spring, (1929). Will be in Botany Department under Dr. Waterman.

Slippery Rock State Normal, Pennsylvania: summer nature school in camp.

Ohio Wesleyan, Ohio State, Hiram College: give six hours' credit for summer's work as counselor. Counselors do not receive pay.

Western Reserve University: in its School of Education last summer (1928) established a Nature Guide School. The school ran for six weeks and had eight,

PERSONALS

Miss Carrie Kuhn of the Pennsylvania Section and director of Woodmere Camp is traveling in Europe.

Miss Cya Bettelheim of the New York Section and director of Tripp Lake Camp is also seeking relaxation in travel abroad.

Mrs. Dwight L. Rogers of Camp Bonnie Dunne is recovering from an illness which confined her to the hospital for a month.

Donald R. MacJannet, director of Camps Aiglon and Alouette on Lac D'Annecy, France, camps for young Americans, writes that he is in need of a specialist in nature study and one in scout work. The winter address is 7, Avenue Eugenie, Saint Cloud, France.

Mr. Albert Pulling, who for several years has been closely associated with many of our members, either in their camps or through the Camp Craft Conference, has accepted the directorship of Mishike for 1929. Camp Mishike is on Mishike Lake in northern Wisconsin.

Mr. Pulling writes as follows of his recent visit to the camp: "My interest in animals was well fed during the trip. There are beaver colonies on each of the three lakes. Night before last the wolves had tuned up beautifully. I saw four deer and literally hundreds of tracks. A flock of thirteen grouse — related to the prairie chicken or pinnated grouse, but I am not yet sure of the species — flew over the car as I drove out of camp yesterday morning. It is a fine meeting place for eastern and western species. The country is small second growth, following terrific fires. But there is still some old growth timber on the property, and much virgin forest in the adjoining state land, as well as over in Michigan. Black bass are the fish in Mishike. Trout seem to be scarce except down in the Presque Isle, where there are said to be some."

Miss Emily Welch, director of Camp Wabunaki and a recent vice president of the C. D. A., has this fall launched a most interesting "Service for Visitors to New York," a service that is extended also to youngsters seeking adventure in a new and a big city. The object of the service as stated in the attractive folder is "to make available for out-of-town visitors especially the infinite variety of things that New York offers." The service publishes a monthly bulletin giving "the worth-while New York happenings that you ought not to miss and the unusual things in New York that you ought to come to know."

We wish Miss Welch all success in her new venture for the winter.

Miss Ellen Farnsworth has joined Professor and Mrs. Charles Farnsworth on a trip to Hawaii. They sailed Saturday, September 29.

two-hour courses with credit toward degree. There were eighteen instructors and over one hundred students.

MENACE OF CONTAGIOUS DISEASE

A significant meeting was called by the Massachusetts Department of Health, at the State House, Boston, on Thursday, November 22, at 11.00 A.M., for the purpose of discussing with camp directors and representatives of local boards of health, matters pertaining to proper medical supervision for camps, problems of sanitation and nutrition for the campers. Dr. George H. Bigelow, Commissioner of Public Health, presided and about a hundred men and women were present.

Prof. Thayer, Dr. Scammon, Mrs. Erickson, Dr. Curtis, and others connected with the Department of Public Health presented papers and spoke upon the various phases of the subject. A full discussion was encouraged and participated in by those present.

A committee was appointed of representatives of the various types of boys' and girls' camps, local boards of health, and the Massachusetts Department of Public Health, to give further consideration to the matters discussed.

The following recommendations were adopted for the guidance of directors of recreational camps:

1. Medical Supervision

(a) Daily sick call should be held by the camp authorities every morning regardless of the size of the camp.

(b) Where the total camp population numbers 50 or under, arrangement should be made with at least two neighborhood physicians to supply professional service as needed. One physician should always be available for service.

(c) Camps with a total population of more than 50 and less than 500, in addition to a service by the neighborhood physician, as mentioned above, should consider seriously having in residence (1) a licensed physician, (2) a registered nurse, or (3) at least a fourth-year medical student.

(d) As the number of campers approaches the 500, camp authorities should have a full-time licensed physician in residence.

(e) During the two weeks immediately following the opening of the camp, observation of every individual is particularly important, and everyone should have his or her temperature taken at the least indication of illness. Provision should be made for isolation, in a separate tent, room, or cabin, of anyone showing a temperature above 99° until seen by the camp physician.

(f) Every camper should have had a complete and thorough physical examination before starting for camp. Late arrivals should be passed upon by the camp physician before being allowed to mingle with others, and should be subjected to the two weeks' observation mentioned above.

(g) In addition, any individual showing any signs of illness should be isolated immediately until seen by the camp physician and should not be released from such

isolation until it has been determined that he is free from communicable disease.

(h) Before leaving camp every individual should be given careful medical inspection. No case or suspected case of communicable disease, or contact therewith, should be allowed to proceed to his or her home without permission from the local boards of health concerned.

(i) Visiting should be limited so far as practicable. This applies particularly to the visiting children, who are more likely to bring in infection.

2. Protection Against Certain Communicable Diseases

(a) *Smallpox.* Camp authorities should insist that every individual entering camp should show evidence of successful vaccination by a "scar," a certificate of successful vaccination, or a statement of exemption by a registered physician.

(b) *Typhoid Fever.* All campers should be urged to be inoculated against typhoid fever before going to camp. It is imperative that camp authorities should impress upon the minds of the campers the danger of contracting typhoid fever by drinking casually from brooks, ponds, springs, or any other waters which are not known to be safe water supplies.

(c) *Food Handlers.* On account of the menace from typhoid carriers, two negative stool and urine specimens and a Widal (blood) test should be required of all food-handling personnel.

(d) *Diphtheria.* All campers under fifteen should have a Schick test done before going to camp and furnish the camp authorities with a statement as to the result. With the protection offered against diphtheria by toxin-antitoxin, every child susceptible should be immunized before going to camp.

3. Nutrition

(a) The desirability of an adequate diet cannot be overemphasized. By an adequate diet is meant one not only furnishing a sufficient amount, but also one which is balanced as far as body needs are concerned. The Department of Public Health has available suggestive menus for summer camps, as well as quantity recipes which have been found very useful. The department will be glad to furnish consultant advice in this field.

(b) *Milk.* The value of milk as an article of diet is fully appreciated, but it must be remembered that all outbreaks of milk-borne disease have been traced to unpasteurized milk. All milk, therefore, used at camp should be adequately pasteurized.

4. Sanitation

The source of the *water supply* and the *method of sewage and garbage disposal* are matters which require proper engineering advice. The Department of Public Health, through its Engineering Division, will be glad to give such advice as is practicable in regard to these problems. Obviously, this advice should be sought well before the time the camp opens, and if a new camp, before the camp site is decided upon.

The camp directors, whose camps are in other states than Massachusetts will find it to be of decided advantage to consult their State Department of Health regarding the holding of a similar conference. Such gatherings have a great influence in shaping the proper kind of legislation, thus preventing camps from coming under the same laws that govern control of "hot dog" stands, boarding houses and hotels.

Some regrettable occurrences in camps this past season, such as sixteen cases of scarlet fever in one camp, a death from diphtheria in another camp, perhaps could have been prevented if proper medical supervision had been provided.

The Camp Directors Association through its Committee on Health and Hygiene, Dr. J. Wilfred Allen, chairman, is ready to cooperate in every possible way in arranging for such conferences or presentations at sectional and group meetings. Don't wait for an epidemic to break out in a camp before taking necessary health precautions. Get together, camp directors, and safeguard health and the camping movement from unfortunate criticism.

VOCATIONAL GUIDANCE

(Continued from page 5)

4. A questionnaire to determine who are vocational problems.

5. A series of conferences with leaders to explain the plan, to try to make them "vocationally conscious" to train them in the principles of interviewing and to review individual cases.

6. Certain group tests may be given, such as intelligence or achievement tests. These are well standardized but must be carefully administered. Incidentally one such test may be indicative but is never conclusive.

7. A schedule of interviews between leaders and children.

8. Consultation between leader and director of guidance program. After this consultation the leader will have an excellent idea as to the aims and methods being used.

9. Intensive studies of a few acute vocational or other behavior problems.

10. Correction of undesirable habit complexes in individuals by means of setting up projects and real camp situations.

11. Communication with parents to give them observational findings, if so desired. Many, of course will desire nothing.

The program just suggested fits very happily into a camp situation. The reason is that at camp you have children twenty-four hours in the day. You have them in all their moods. You know them at their best, and at their worst. You have a human laboratory and your material carries in it all the fascination of infinite depth, and of surging life. You have subtle undercurrents, dangerous eddies, and turbulent waterfalls. You have an unknown potential, and an eternal "becoming." There is high adventure for him who will see and seize it.

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Take three 22 oz. packages Gum-
pert's Chocolate Cream Dessert and
six quarts of water. Cook up the
Cream Dessert as per directions on
the box and after removing from the
stove pour at once into three service
pans and allow to cool. This will
half fill these pans.

Now take three 22 oz. packages
Gumpert's Vanilla Cream Dessert
and six quarts of water and again
cook up as per directions on the
package. Remove from the stove
and pour, while hot, over the Choco-
late in the service pans. Allow to
cool, place in refrigerator and serve
cold, plain or with milk.

**CREAM RICE PUDDING
100 portions**

4 cups head rice
8 quarts of milk
2 teaspoonfuls salt
Four 22 oz. packages Gumpert's
Vanilla Cream Dessert
8 quarts of water

Wash thoroughly four cups of head
rice and place on stove to cook in a
double boiler with eight quarts of
milk. Cook until rice is tender.

Now cook up four 22 oz. packages
Gumpert's Vanilla Cream Dessert
with eight quarts of water as per di-
rections on the box. Remove from
stove and at once mix the cooked rice
and cream dessert well together while
both are hot. Pour into service pan
or moulds and serve hot or cold.

The above recipe makes a very ten-
der and delicious rice pudding.

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